

N.B.—The Programmes must be used in conjunction with *Home Education and Parents and Children* (see N.B. 3).

Programme 126†

L₂

(April to July, 1933,
Sept. to Dec., 1933, overseas)

Parents' National Educational Union.

The Parents' Union School.

(Address: THE DIRECTOR, THE PARENTS' UNION SCHOOL,
AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and
good literature."—(DEAN COLET.)

FORM II. (A & B).

(Ages 9 to 11).

PUPILS' NAMES

Bible Lessons.

The Bible text must be read and narrated without interruption.

A & B I. Suitable parts from *Exodus*, chapters 12-20 and 32-36, and *Numbers*, chapters 13 and 14, inclusive.

II. *St. Matthew's Gospel*, chapters 1-9 (verse 35) inclusive.

Teacher may study Dr. Paterson Smyth's *Moses and the Exodus* (Sampson Low, 2/-), lessons 9-16, and *St. Matthew's Gospel*, (Sampson Low, 2/-), lessons 1-7, inclusive (omitting questions), in order to bring the passages home to the children.

Optional: *The Children's Year* (Church Seasons), by the Rev. G. A. Oakley (S.P.C.K., 2/6). *S.P.C.K. Bible Atlas* (1/-).

The following books will be found useful for teacher's own study: *The Little Bible* (Oxford Press, 2/6, see especially the *Appendix for Teachers and Parents*). *Helps to the Study of the Bible* (new edition, Oxford Press, 8/6). *Peloubet's Bible Dictionary* (R.T.S., 10/6).

For private daily Bible reading and prayers:

Daily Readings and Notes (Series "C") monthly schemes (1/6 a year, from The Secretary, B.R.F., 19, Old Queen St., London, S.W. 1.), or, *Lectiones*, 1933 (Spottiswoode, 1d.). *A Prayer Book for Boys and Girls*, compiled by M. Cropper (S.C.M., 2/6).

For hymns and prayers:

Songs of Praise, (Oxford Press, 6/-, words only 1/-). *Two Minute Bible Readings*: for use in Opening School (S.C.M., 3/-).

† The 126th term of work set since the Parents Union School began.

Sunday Reading (optional):
 A & B *The Seven Champions of Christendom*, by R. Johnson (Blackie, 1/4), pp. 125-243; or, *The Mabinogion*, translated by Lady Charlotte Guest (Dent, 2/-), pp. 176-285. *In the Choir of Westminster Abbey* (Henry Purcell), by E. Marshall (Seeley, 6/-).

Sunday Occupations:
 A The Book of Centuries, see under General History.
 A & B Choose and inscribe mottoes and texts, using Bridges cards 1, 2, 3.

Writing.
 A & B Transcribe some of your favourite passages from the Shakespeare play or poetry books set. Two perfectly written lines every day.

A *New Handwriting* (which is not script), by M. M. Bridges (P.N.E.U. Office, teachers' instructions 6d., cards 3, 4, 5 & 10, for letters; cards 7, 8, or 9, for models, 5d. each). Or, McDougall's *Print-Form Writing Exercises*, Books 2 and 3 (3½d. each).

Dictation.

A & B Two pages at a time to be prepared carefully; words not known to be visualised (see *Home Education*, pp. 240-243); then a paragraph from one of these pages to be written from dictation, or, occasionally, from memory. Use the books set for reading and history.

Composition (including written or oral narration daily after each lesson).

A (a) Stories, (b) verses, in the metres of poems read; choose subjects from work set in History and Reading.
 B Stories from the term's reading. Children in B who cannot write easily may narrate part.

Children are advised to join the P.U.S. Portfolio of Story and Verse (see *Our Work*, April Parents' Review).

English Grammar (see N.B. 4.)

Point out Subjects, Verbs, Objects, and do simple parsing every week; make progress each term.

A & B *First Grammar Lessons*,* by C. M. Mason (Dent, 1/6), pp. 71-92, inclusive, or continue.
 or, A, (more advanced), *A New Junior English Grammar*,* by R. B. Morgan (Murray, 2/-), pp. 33-64, with Morgan's *Exercises in English Grammar* (Murray, 1/9), pp. 24-43.

British History.

A & B *A History of England*,* by H. O. Arnold-Forster (Cassell, 8/6), pp. 690-744 (1800-1837). (II.B. may omit pp. 726-744). Make summaries of events and dates and begin a History chart of the 19th Century.

or, B Marten and Carter's *Elementary Histories*, Vol. II.: *The Middle Ages** (Blackwell, 2/6), pp. 67-137 (1154-1300).
 A & B Take the *Home and Classroom* section of *The Times* (P.N.E.U. Office, 6/- a year).

A Teacher will find useful *History Charts* (P.N.E.U. Office, 6d.).

French History.¹

A & B *A First History of France*,* by L. Creighton (Longmans, 5/-), pp. 260-283; or, (B), pp. 47-75 (with Marten and Carter).

General History.

A *A Book of Ancient Peoples*,* by Helen Corke (Oxford Press, 2/9), pp. 39-76.

Keep a Book of Centuries* (P.N.E.U. Office, 1/9, or better, 2/6: see illustrated leaflet, by Miss Bernau, 6d.). *The British Museum for Young People*, by Frances Epps (revised edition, Black, 3/6), chapters 6, 7 and 8.

Put in illustrations from all the history studied during the term (Bible, English, French, General). Visit museums. See British Museum Postcards: catalogue from the Museum.

Citizenship.

A Suitable stories from North's *Plutarch's Lives: Marcus Cato** (Blackie, 10d.).

A & B *The Citizen Reader*,* by H. O. Arnold-Forster (Cassell, 2/6), pp. 194-226, inclusive.

B *Stories from the History of Rome*,* by Mrs. Beesly (Macmillan, 2/6), pp. 130-189.

Geography.

Local geography out-of-doors; see *Home Education*, Parts II. and V.

Map questions (as in the Ambleside Geography Books) to be answered from map before each lesson; then reading and narration. Memory sketch maps. Ten minutes' exercise on map of the world every week. Know something about foreign places noticed in the current newspapers (see under History). All Geography to be studied with atlas. Philip's *Modern School Atlas of Physical, Political and Commercial Geography*,* 1929 edition (7/6).

A (1) *The Counties of England, Ambleside Geography Book III*,* (Kegan Paul, 4/-), pp. 123-156, with Philip's supplementary maps for *Warwickshire*,* *Leicestershire*,* *Hertfordshire*,* and *Bedfordshire** (4d. each);

or, alternative work, *Cambridge Geographical Readers*, Vol. III., *The British Isles** (Cambridge Press, 3/-), pp. 158-204.

(2) *Round the Empire*,* by Sir George Parkin (Cassell, 2/6), pp. 137-179, for map study.

B (1) *Ambleside Geography Book II*,* (Kegan Paul, 1926 edition, 3/-), pp. 169-202, or work with A above.

(2) *Round the Empire*,* as in A above.

¹ National History may be substituted for French History; see under Reading, and Overseas Leaflet.

Natural History,¹ etc.

A & B *Life and Her Children** (latest edition), by Arabella Buckley (Macmillan, 6/-), pp. 233-268.

*The Sciences**, by E. S. Holden (Ginn & Co., 5/6, revised edition), pp. 110-147; or, *An Introduction to Science**, Book I., by E. N. da C. Andrade and Julian Huxley (Blackwell, 2/3), pp. 103-154; *Practical Handbook to Book I.*, by J. W. Lewis, M.Sc. (6d.), may be used for additional experiments.

Children should make experiments where possible. *Easy Experiments in Science*, by H. McKay (Oxford Press, 1/6), may also be used.

Keep a Nature Note Book* (P.N.E.U. Office, 5d.; see *Home Education*, Parts II. and V.), for outdoor work. Keep an aquarium.

For special out-door studies according to season and climate, see *Nature Rambles*, Vols. I. to IV., also *Nature in the Garden*, Vols. I and II., all by E. Step, F.L.S. (Warne, 2/6 each); *S.N.S.U. Leaflets*, Nos. 11 and 40 (*The School Aquarium*). (2½d. each).

French² (see N.B. 4).

A *A French Course for Schools*, Part I.,* by H. F. Collins (Macmillan, 2/-), lessons 22-25. *La Famille de Friquet**, (Hachette, 9d.), optional, for narration only.

New French Picture Cards, Series I., by Marc Ceppi and H. M. Brock (Bell, 2/-), may be used for extra practice.

B *French for Young Beginners**, by Marc Ceppi (Bell, 2/-), lessons 13-18, with pp. 117-119 (see also pp. 122-136 for verbs and pronunciation; omit phonetic script).

A & B Learn a poem from *Recueil de Poèmes**, Vol. I., by J. Molmy (Blackie, 6d.), or a scene for acting from *Petites Scènes Pour Les Jeunes**, by Gabrielle L'Honoré (Dent, 1/-).

Teacher will find the following series useful for accent and rhythm: *Nos Amis Français* (Gregg Publishing Co., 2/6 or 3/-) with six Columbia records (6/- each, not stocked at the P.N.E.U. Office).

Latin (see N.B. 4).

A *A Latin Book for Beginners: A Preparation for the Reading of Latin Literature**, by M. C. Gardner, M.A. (Oxford Press, 3/-), Part I., §§ 1-21.

Arithmetic (see N.B. 4).

Much care with tables and rapid mental work. *Teacher's Books are essential.*

Dr. Ballard's *Fundamental Arithmetic* Books II. and III. Also Alfred Wisdom's *Arithmetical Dictation* for rapid mental work.

A (2nd Term), *Fundamental Arithmetic*, Book III.* (U.L.P., Pupils' Book, 1/-), pp. 1-21; (Teacher's Book, 2/3). *Arithmetical Dictation*, Book III. (U.L.P., 1/-), Exs. 121-134; or, continue.

¹ Overseas members see special leaflet.

² Schools may substitute the national language.

B (2nd Term), *Fundamental Arithmetic*, Book II.* (U.L.P., 10d.), pp. 17-32 (Teacher's Book, 2/-); *Arithmetical Dictation*, Book II. (U.L.P., 1/-), Exs. 76-91, or continue.

Important: to be read in leisure time: *Number Stories of Long Ago*, by D. E. Smith (Ginn, 4/-).

Teacher will find useful *Teaching the Essentials of Arithmetic*, by P. B. Ballard, M.A., D.Litt. (University of London Press, 6/-).

Picture Study.

A & B Reproductions of six pictures by Leonardo da Vinci* (P.N.E.U. Office, 2/-).

See notes for teachers only in the April *Parents' Review*, also *Home Education*, pp. 307-311.

Drawing.

Wild flowers in brushdrawing. Studies of animals and pets out-of-doors. Original brush-drawings from scenes in books set for reading. Memory drawings.

Paint-box* with specially chosen brushes, palette and colours (P.N.E.U. Office, 2/6); work should be done with brush and in colour; pencil should not be much used.

Join the P.U.S. Portfolio (See *Our Work*, April *Parents' Review*).

Teacher may consult: *Simple Lessons in Colour*, by H. A. Rankin (Pitman, 7/6); *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

Music Appreciation.

The work of Purcell: see (a), article, and (b), the records suggested under *Our Work*, in the April *Parents' Review*.

Teacher will find useful: *Henry Purcell*, by D. Arundell (Oxford, 3/6).

Ear Training, Singing, Piano.

(a) Regular lessons in ear training and sight reading.

The Compleat Teacher, Book II., by Arthur Somervell (Boosey, 2/6, pupil's book, 3d.), ten lessons a term. Beginners use Book I.

(b) Three English, and three French, songs.

The Clarendon Song Books: Books II. & II.A (Oxford Press, 2/6 or 3/- each; words and voice part only 6d. or 8d. each). *Folk Songs of France*, Book I. (Novello, 2/-).

(c) Continue *Child Pianist* (Curwen & Son, from 3/- a volume); teacher using the *Teacher's Guide* (revised edition, 7/6).

Teacher should read *On Music Teaching*, by W. H. Leslie.

Recitations.

A & B (a) Two suitable passages of about twelve verses each from work set in *Exodus*, and *St. Matthew*, (b) Psalm 105, (c), a hymn, and (d), one of the following: a scene from the Shakespeare play, or fifty lines from an anthology. *A Poetry Book for Boys and Girls**, chosen by Guy Pocock (Dent, 2/-). *Laurel and Gold** anthology (Collins, 1/-).

Reading (including holiday and evening reading).

A & B Books set for Geography, History and Recitations should afford exercise in careful reading.

Shakespeare's *Macbeth** (Blackie; Plaintext Edition, 6d.);
St. Ives,* by R. L. Stevenson (Dent, 2/-).

Or, II.B only, *Midshipman Easy*,* by Captain Marryat (Nelson, 1/6), or, *The Prince and the Page** (1265), by Charlotte Yonge (Macmillan, 2/6), for the Marten and Carter period.

A Bulfinch's *Age of Fable* (Dent, 2/-), pp. 216-248.
The Book of other Lands, by D. M. Stuart (Harrap, 7/6), pp. 159-217.
Moby Dick,* by H. Melville (Milford, 1/3).

B *The Heroes of Asgard*, by A. & E. Keary (Macmillan, 3/6), pp. 109-176.

Life Overseas: Canada, by E. Young & S. G. Gilmour (Philip, 8d.).

In French History time, Scottish, Welsh, or Irish children may read from: *Makers of Scotland*, by M. C. Scott-Moncrieff (Oxford Press, 2/6); *Heroes of Welsh History*, by D. W. Oates (Harrap, 10d.); *A Class-Book of Irish History*, by James Carty (Macmillan, four parts, 1/- each).

Drill, etc.

Daily drill, dancing, games.

(a) Drill: Board of Education *Syllabus of Physical Training for Schools, 1919* (Eyre & Spottiswoode, 1/6): take six consecutive tables. *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used. *A Hundred Singing Games*, edited by Frank Kidson (Bayley & Ferguson, 2/-).

(b) Dancing: *Scandinavian Dances*, Series II. and III. (Ling Association, 11d.). *The English Country Dance Graded Series*, by Cecil Sharp, Vols. I.-III. (Novello, 3/- each): description and tunes of 6 dances in each volume.

(c) Games: *Recreational Games*, by E. N. Herbert (Philip, 3/-). Longball (Rules, Bourne & Co., 2d.); Tennis; Swimming. See *Swimming—How to Succeed* (Evans, 3d.).

Work: Crafts, etc.

(a) Help in house or garden.

Gardening for Children, by J. Gwynn (Harrap, 2/6).

(b) Carton modelling, etc.: make four models.

Paper Cutting and Modelling, by J. E. Tolson (Pitman, 4/-), Section VI. (Omit correlated schemes). (Materials from Dryad, Ltd., 42, Nicholas St., Leicester).

(c) Needlework: cut out and make a simple garment, e.g., knickers.

See *Pattern Making and Cutting Out*, by Mrs. E. Griffith (Oxford Press, 4/6). *A Manual of Plain Needlework* (3/6), may also be used for stitches, etc.

Boys and girls mend clothes from the wash each week.

First Lessons in Darning and Mending (P.N.E.U. Office, 2d.), may be used.

(d) Claymodelling: make six models.

Clay Work, by K. M. Lester (Batsford, 5/-; or, *Clay-Modelling*, by H. Unwin (Longmans, 4/6).

Help the "Save the Children Fund," address: 26 Gordon Street, London, W.C. 1.

Teacher will find valuable suggestions for the teaching of Drawing and all Handicrafts in the following:—*Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

GENERAL NOTES.

N.B. 1.—Members are asked to remember that an average pupil should cover the whole programme suitable for his age. The lighter portions of the Literature (novel, play and poems) are read for amusement in the evenings and also in the holidays. Music, Handicrafts, Field Work, Dancing, Nature Note Books, Century Books, are taken in the afternoons. The books set for Drawing, Music, Drill and Handicrafts (and any others printed in small type) are advisable but optional.

N.B. 2.—The work in Form II. lasts for two years (ages 9-11). In home schoolrooms where there are children in A as well as in B both Forms may work together, doing the work of A or B as they are able, except in Citizenship, but more work must be expected from A. The work in any one subject must not be selected from A and B. **Second year II.A. is now called III.R.**

N.B. 3.—For principles and methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/-, *Parents and Children*, 5/- (P.N.E.U. Office). **A record of work should be kept (see leaflet H).**

N.B. 4.—In grammar (English and foreign) and in mathematics there, must be no gaps. Pupils, if not at the stage indicated, must in these subjects either (a) begin the book set if the subject is new, or (b) continue the subject in the set book from the point they have reached; but they will be handicapped in the future if they have not covered the full course for the Form (6 terms).

N.B. 5.—Each pupil should have a copy of all books, etc., marked *, and a set of the Pictures and materials. *One* copy of the other books is sufficient. **It is essential to have at least one copy of the latest edition from which the set pages and examination questions are taken.** The work of the Programmes cannot be fully carried out unless each pupil keeps a Nature Note Book and (in II.A) a Century Book.

N.B. 6.—Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries* in the *Parents' Review*.

N.B. 7.—*The current Programmes are for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Director, the Parents' Union School, Ambleside.

N.B. 8.—All books, P.U.S. badge, colours, stationery, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1. (Office hours: 10 a.m. to 1 p.m., and 2 p.m. to 4 p.m., except Saturdays).

N.B. 9.—All letters about the School and the Programmes (and also the School Fee) should be sent to The Director, The Parents' Union School, Ambleside, Westmorland. Orders for books, etc. (and also the P.N.E.U. subscription) should be sent as early as possible to the P.N.E.U. Office, 26 Victoria Street, London, S.W. 1.

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FORM II.

PUPILS' NAMES.....

Bible Lessons.

- I. A&B 1. Describe one of the meetings that Moses had with God on Mount Sinai.
2. What report of the land of Canaan did the spies bring to Moses? Tell the whole story.
- A 3. What do you know about the Feast of the Passover and its meaning?
- II. A&B 1. When were the following words spoken? Tell the whole story in **one** case: (a), "Arise and take the young child and his mother and flee into Egypt," (b), "I have need to be baptized of thee," (c), "Lord, I am not worthy that thou shouldest come under my roof."
2. Describe our Lord's Temptation.
- A 3. What did our Lord teach His disciples about prayer? Quote three petitions from "The Lord's Prayer" and say what they mean.

Writing. (Writing is also considered in each answer.)

Write (A), four, (B), two, lines of poetry from memory.

Dictation (unprepared.) (Spelling is also considered in each answer.)

- A *The Age of Fable*, p. 124, "And now the monster of his wings."
- B *The Heroes of Asgard*, p. 192, "Iduna, the mistress wonderfully white."

Composition.

- A & B 1. Write in verse or prose about one of the following,—
(a), Frey climbs into Air Throne, (b), Achilles and Hector at Troy, (c), the climbing of a mountain, (d), a composition by Purcell.
2. Describe a scene from (a), *Macbeth*, or, (b), *St. Ives*.

English Grammar.

- A & B 1. Pick out subjects, predicates and objects, and parse the words in italics:—
“I have discovered a tree in a *grove* on *which* grow apples *so* beautiful that no one *who* has seen *them* will ever care *again* for yours.”
- A & B 2. Make six sentences containing adverbs, two helping the verbs, two helping adjectives and two helping other adverbs.
3. In a page of a story book, find as many pronouns as you can and write them down.
- or, A (Morgan) 2 Use in sentences, three different kinds of pronouns, underlining and naming them.
3. Give examples in sentences of (a), two adverb phrases, (b), two adjective phrases, underlining and naming them.

British History.

- A & B 1. Give an account of Napoleon's plans at Toulon and show how Nelson frustrated them at Trafalgar.
2. Describe the Meeting of the Emperors of France and Russia at Tilsit.
- A 3. What do you know of **two** of the following,— (a) The Duke of Wellington and the first train, (b), Lord Grey and the Slave Trade, (c), the battle of Navarino?
- or, B 1. Give a short account of **two** of the following,— (a), Henry II. and his government, or, (b), the Third Crusade under the Kings of England, France and Germany; (c), St. Hugh of Lincoln, or, (d), St. Francis of Assisi.
2. What do you know of (a), Llewellyn the Great and Owen Glendower of Wales, or, (b), David the First and William Wallace of Scotland?

French History.

- A & B 1. Write what you know about **two** of the following,—
(a), Napoleon's expedition to Egypt; (b), his court and coronation, (c), his retreat from Moscow, (d), the last days of Napoleon.
- or B 1. What do you know of St. Louis, his education, his character and his first crusade?

General History.

- A 1. What do you know about (a), the life of the people in Royal Egypt, or, (b), the priest-kings and the traders of Crete?
2. What have you drawn in your Book of Centuries this term? Write about one drawing.

Citizenship.

- A 1. Tell two stories about Cato the Censor, to show why he was considered a great citizen.
- A & B 2. For what reasons should a good citizen learn to be thrifty and save money? In what ways can he do it?
- B 1. (a), Tell the story of the Caudine Forks, or, (b), one story about Caius Fabricius and Pyrrhus.

Geography.

- A 1. Draw a sketch map of Nottingham putting in the boundaries, river valley and chief towns. What do you know about the work of the people in the county?
- or, 1. Draw a sketch map of Ireland putting in two rivers, two lakes and mountain ranges, and four large towns. Describe (a), the east and west coasts, or, (b), some of the work of the Irish people.
2. What do you know about South Australia and its products?
3. Write about (a), a “geography walk” you have been this term, or, (b), a place mentioned lately in the newspapers.
- B 1. Draw the shape of South America; put in three countries, three rivers, three cities, a great mountain range. Describe the Savannas, the Pampas, the Sierras.
2. What do you know about (a), gold-digging, or, (b), ostrich farming in Australia?

Natural History.

- A & B 1. What do you know of the life history of the tortoise-shell butterfly? Give diagrams.
2. Explain (a), what has happened when we hear (i.), a bell ring, (ii.), an echo; or, (b), how a telephone works. Diagrams.
- or, 2. What may we learn about the pressure of the air by thinking of (a), the flight of a bird or an airship, (b), a tyre pump, (c), an empty glass bottle?
3. Write notes on (a), the aquarium you have kept this term, or, (b), an interesting nature walk.

French.

- A 1. Write, in French, about the picture on p. 137 (Collins, Part I.).
2. Translate into French, (a), too many cakes; (b), some of them; (c), let us go there; (d), wait for me; (e), you will be wrong; (f), they will not be afraid.
- B 1. Tell, in French, about the picture on page 61 (Ceppi).
2. Answer the following questions in French: (a), What is the weather like to-day? (b), What time is it now? (c), How many chairs are there in the room? (d), What time do you go to bed? (e), What do you eat for breakfast?

Latin.

- A 1. Decline the Singular of "puer," the Plural of "terra," and conjugate the Present Tense of "rego."
2. Translate: (1) He leads the boys to the cottage. (2) We see the footprints of the sailor. (3) In the woods there are monkeys.
3. A Latin Book for Beginners, Part I.: (a), Translate on page 19 § 15, (b), lines 7 to 10 (Tum . . . descendit). (b), Read the Latin again then write a narration in Latin.

Arithmetic.

- A (2nd Term.) 1. An explorer has £500; he pays 125 porters £1 16s. 8½d. each. How much money has he left?
2. If a car uses 32 gallons of petrol in going from London to Perth and back, what is the average distance travelled for each gallon? London to Perth is 450 miles.
3. In an electric sign there are 438 light bulbs. Find the cost of keeping the sign alight for 6 hours if it costs a penny an hour for 3 bulbs.
- B (2nd Term) 1. Change to half-crowns: (a) 220 sixpences, (b), 435 florins.
2. "The Pines Express" leaves Bournemouth at 10-20 a.m. and reaches Manchester at 4-50 p.m. How long does it take to do the journey?
3. In a car there were 4 people weighing 3 st. 8 lb. 5 oz., 11 st. 13 lb. 4 oz., 9 st. 9 lb., 2 st. 7 lb. 12 oz. What weight altogether was it carrying?

Picture Study.

Describe (from memory) "The Virgin and Saint Anne," by Leonardo da Vinci.

Drawing (with brush and in colour.)

1. An original illustration, with a title, for a scene from *Macbeth*.
2. (a), A wild flower, from the object, or, (b), dogs or rabbits in a field, from memory.

Recitations.

Father to choose a hymn, a poem, or, twenty lines from *Macbeth*, and two passages from the Bible lessons.

Reading.

Father to choose an unseen passage.

Music.

Examine in work done and report progress.

Singing.

Father to choose an English, and a French song, and two tonic sol-fa exercises.

Drill.

Drill, before parents.

Work.

Outside friend to examine, but list of handicrafts completed to appear on *Parents' Report*.

The Summer Examination is optional.—Parents and Teachers examine all the work, written and otherwise, and send in their reports only. No work to be sent up. Summer Reports (*only*) to be posted to the Director, Parents' Union School, Ambleside.

N.B.—OVERSEAS MEMBERS may send in written work for examination at the end of *any two* terms in the year.

Examination to occupy a full school week.

Reports are enclosed to be filled up by parents or teachers on all subjects. Names, *in full*, ages (*years and months*) and Forms to appear on the Reports.

For scale of marks (*as remarks*) to be followed in all subjects see head of Report Forms.

Members are asked to state on the Parents' or Teachers' Report Form (a), how the pupil has worked during the term; (b), if there has been any handicap on account of illness during the term; (c), the reason for the omission of subjects in the examination.